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ABSTRACT

The Washington state School-to-Work (STW) All Students/Special Populations Work Group developed a set of criteria to ensure equity in access, outreach, participation, and treatment for all students in the STW system. "All students and special populations" encompasses both male and female students; disadvantaged students with diverse racial, ethnic, or cultural backgrounds; American Indians; Alaska Natives; Native Hawaiians; students with disabilities; students with limited English proficiency; migrant children; dropouts; and academically talented students. The criteria will enable school and community STW leaders to know they are reaching every student. When considering each criterion and its suggested indicators, users should think of three overall measures of how well all students are being served: (1) access (opportunity to participate); (2) benefits (student acquisition of STW skills and knowledge for the 21st century); and (3) outcomes (student completion of the program with comparable results and competencies). Four categories of program design and implementation criteria are outlined: system foundation--policy, design, and accountability (six criteria); school-based activities (eight criteria); work-based learning (five criteria); and connecting activities (seven criteria). Each criterion is accompanied by two or three sample indicators. (SV)

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How To Know if All Students Are Being Served in Our School-to-Work System

Superintendent of Public Instruction
Washington State

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School-to-Work All Students / Special Populations

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How to Know if All Students Are Being Served in Our School-to-Work System

The School-to-Work All Students/Special Populations Work Group began meeting in the fall of 1996 to develop the set of criteria contained in this document, and they adopted the following mission statement:

> The mission and commitment of the School-to-Work All Students/ Special Populations Work Group is to ensure equity in access, outreach, participation, and treatment for educational and work opportunities and outcomes for all students in the school-to-work system.

Who Are All Students and Special Populations?

The term "all students" means both male and female students from a broad range of backgrounds and circumstances, including disadvantaged students with diverse racial, ethnic, or cultural backgrounds, American Indians, Alaska Natives, Native Hawaiians, students with disabilities, students with limited English proficiency, migrant children, school dropouts, and academically talented students.

Washington State guarantees that all K–12 students served in local STW transition systems will be prepared for life/career roles in the 21st century. We will know this has happened when ...

- Mark in northeast Washington, chooses nursing as a good career field to be in and is supported by his friends and family.
- Selena in southwest Washington, who has dyslexia, pairs with a peer in her college courses to share notes and uses the student support services for tutoring as she pursues a career in human relations counseling.
- Sam in Pierce County area is motivated and encouraged to overcome his addiction so he can succeed in math and other classes needed for computer repair.
- Robin in northwest Washington is awarded a college scholarship to support her interest in business and public speaking as she prepares to join the next generation of tribal leaders.
- Kim of coastal Washington keeps up with both his schoolwork and his construction class because his diet is finally sufficient.
- Sara in urban Washington chooses to give up her purple hair and pierced eyebrow to take advantage of a three-week career exploration at SeaFirst Bank.
- Karl in the Columbia Valley discovers through a Distributive Club of America (DECA) project that his fluency in three languages and his keen interest in international affairs fit local economic development priorities.
- Sri in the central Puget Sound area is allowed to adjust her internship schedule to fit religious customs important to her family.
- Rafael in central Washington, whose family can't afford daily bus fare for an internship at a local manufacturing firm, is provided a free pass by the Chamber of Commerce.
- Suzanne in the Olympic Peninsula continues her academic and vocational training in a late afternoon alternative program at the skills center while working at a senior care facility to support her infant son.
  Kelly at a youth corrections facility, in and out of juvenile court since age 15, discovers there's a big market in Washington for qualified lithographers, a certificate he can earn by continuing at a technical college after parole.
- Deena in northeast Washington uses her wheelchair as a mobile customer reference center in her part-time job at a home building supply warehouse.
- George in rural central Washington takes a calculus class via satellite from ESD 101 after discovering he'll need it to be an estimator for a company like Weyerhaeuser.
- Lisa in western Washington, through participation in Tech Prep, is one of many young women of color whose manufacturing skills are valued by Boeing contractors promoting nontraditional careers.
- Yiching in eastern Washington is accepted into an electrician apprenticeship after demonstrating high proficiency on competency assessments.

Important Assumptions

To keep this document manageable in size, only those criteria that directly relate to the nexus of STW and the challenge of serving all students/special populations have been listed. For example, the work group knows every student must be able to read, communicate, use technology, and problem solve to survive in today's workplace—standards now being more clearly defined for all students by the Commission on Student Learning. So, this document omits such fundamental prerequisites for STW success. Similarly, our criteria do not address many other "basic assurances" provided to all students by law and existing practice such as equitable educational opportunities, nondiscriminatory environments, safe facilities, school nutrition programs, library/media resources, transportation, school health services, drug- and weapon-free schools, access to computer technology, and others resources which are designed to help all students learn.

However, when a STW linkage *should* be made we have included that consideration in the criteria since it applies to career-relevant learning, occupational preparation, and eventual employment success and must be addressed in program design and implementation. For example, do career guidance materials depict persons of color or with disabilities engaged in nonstereotyped occupations? Is transportation for work-based learning available for low-income students?

Another important note: To be sure every student is being served in STW, we believe these criteria must be considered as a whole, involving all the partners who make STW happen from the local to the state level. The criteria are also evolutionary and should be amended as they are used in the field and as new conditions arise.

How This Set of Materials Can Be Used

School and community STW leaders will know they are reaching every student by using the criteria that follow. The statewide School- to-Work All Students/Special Populations Work Group appointed by the Office of Superintendent of Public Instruction (OSPI) prepared this set of guidelines with at least the following purposes in mind:

a. School and community personnel working with students and families need information on factors that impact recruitment, entry, advancement, and successful completion of Washington STW programs.
b. If some of these factors need attention, program administrators need a way to know if and how technical assistance and training can be provided.
c. Other partners in the STW system or vendors of materials and equipment that support STW implementation can use these criteria in developing, testing, and marketing the tools needed to enhance the system. For example, evaluators might incorporate these criteria in instruments used to conduct formative and summative evaluations. Trade associations might review their members' policies on job shadow opportunities for all youth.
d. Policymakers, educators, administrators, counselors, site councils, partners, school board directors, regulatory agencies, and employers can refer to these materials as they gather information for a variety of purposes.
e. The OSPI will use these criteria when issuing requests for proposals.
f. Applicants will use these criteria when reviewing and submitting proposals and, if granted, in implementing their proposals.
g. This document can also be used by students and families to guide and inform decisions.

For information and assistance with the implementation of these criteria, contact the Office of Superintendent of Public Instruction, Olympia. (Bill Crossman, program supervisor, School-to-Work Transition, 360/753-2060).

How This Set of Guidelines Is Arranged

Four categories of program design and implementation criteria are suggested. When considering each item and its suggested indicators, users should think of three overall measures of how well all students and special populations are being served:

Access: Does every student have the opportunity to participate?
Benefit: Is each student acquiring STW skills and knowledge to obtain life/career skills for the 21st century?
Outcomes: Will each student complete the program with comparable results and competencies?

I. System Foundation

Policies need to be in place at the regional and community level to ensure that every student will be served by STW programs, even if special interventions are required. This infrastructure extends from the local building level (e.g., educators, paraeducators, administrators, counselors, and site councils), to the school district level (e.g., board of directors), to the consortium level (e.g., business/education partnerships cutting across many agencies in the geographic or service delivery area), and to any regional bodies impacting STW transition which have been established for human resource planning and coordination.

II. School-Based Learning

School-to-work curriculum and instructional activities implemented on the school campus should be models of equity and diversity. The school setting should offer training to ensure that youth learn self-advocacy skills to gain access to opportunities.

III. Work-Based Learning

Every student in a STW system will participate in contextual learning activities with community volunteers who are willing to share their expertise in carefully structured ways. These activities must provide rigorous academic experiences where students achieve at high levels that are tied to the essential academic learning requirements. There also should be a strong connection to youth mentoring opportunities. Work-based learning activities can be found on the local school campus, but more often students will be venturing out to actual community work sites for varying amounts of time.

IV. Connecting Activities

Support systems that assist all students in accessing and benefiting from STW range from developing an individual career and education plan to helping students with special needs take advantage of resources that will allow them to achieve school and work-based learning outcomes.

I. System Foundation

Policies need to be in place at the regional and community level to ensure that every student will be served by STW programs, even if special interventions are required. This infrastructure extends from the local building level (e.g., educators, paraeducators, administrators, counselors, and site councils), to the school district level (e.g., board of directors), to the consortium level (e.g., business/education partnerships cutting across many agencies in the geographic or service delivery area), and to any regional bodies impacting STW transition which have been established for human resource planning and coordination.

A. **Policy and program design** reflects the input of students, parents and extended family members, educators, counselors, community advocacy groups, employers, union organizations, and others who typify the diversity of the geographic or service delivery area.

Sample indicator 1: Lists of persons and community organizations invited to participate, as well as those participating in the nomination of representatives.

Sample indicator 2: Data on specific "equity stakeholders" who serve in partnership roles (e.g., race, gender, and national origin advocacy groups, disability parent groups, religious organizations, social service providers).

Sample indicator 3: Copies of policies and program activities where diverse views are documented and incorporated.

B. Schools, businesses, agencies/organizations—public and private— involved in the STW system **conform to all education and workplace rules** such as the 1964 Civil Rights Act, Equal Employment Opportunity Commission, Title IX, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and Title VII accountability and compliance laws, and they actively monitor their sexual and racial discrimination and harassment policies, as well as disability discrimination policies.

Sample indicator 1: Copies of adopted policies and legal guidelines are provided to all staff delivering STW services (including paraeducators).

Sample indicator 2: Agendas from staff and community partner training sessions addressing discrimination in school and work-based settings.

Sample indicator 3: Summaries of regular monitoring activities that demonstrate compliance.

C. A continuous quality improvement process is in place to **monitor, evaluate, and report** how all students/special populations are being served in terms of outcomes, benefits, and access.

Sample indicator 1: A student follow-up (follow-along) system is in place to track all students' STW progress during their K–20 years and after leaving the public school system.

Sample indicator 2: Data are desegregated to report the level and degree of participation of all students in STW (e.g., ethnicity, gender, special needs, limited English proficiency, family income level, alternative programs).

Sample indicator 3: Information is made available on strategies that are particularly successful or promising in the ways they include and retain students as well as enhance their STW experience.

D. A **databank of diverse volunteers** willing and committed to helping school and community partners ensure that all students are being served is established and regularly updated.

Sample indicator 1: Equity stakeholders are broadly represented on lists of persons willing to serve in policy and curriculum design activities.

Sample indicator 2: Role models and mentors representing diverse populations and nontraditional occupations are available to work directly with students in school- and work-based activities (e.g., career fairs, classroom speakers, mentoring, tutoring).

E. **Local school directors, site councils, business partners, and STW consortia boards** review quarterly the extent to which all students are being served in the three key STW component areas: school-based, work-based, and connecting activities.

Sample indicator 1: Board minutes.

Sample indicator 2: Site council reports.

F. Students served by **nontraditional programs** (e.g., alternative programs, community-based organizations, corrections facilities, foster care group home systems) have access to and accommodation for participating in STW programs.

Sample indicator 1: Summary describing how students in local alternative programs participate in STW components.

Sample indicator 2: Data on nontraditional students are included in reports developed as part of Item C above.

II. School-Based Activities

School-to-work curriculum and instructional activities implemented on the school campus should themselves be models of equity and diversity. The school setting should offer training to ensure that youth learn self-advocacy skills to gain access to opportunities.

A. Students are made aware of ways their **individual heritage, gifts, and abilities** make them unique contributors in a diverse society; respect for all students is modeled throughout the school experience.

Sample indicator 1: Summary describing how multicultural and developmentally appropriate learning activities are integrated across the curriculum.

Sample indicator 2: Summary describing the teaching strategies used to enhance intercultural communication, focusing particularly on work-related contexts and team-oriented activities common in the world of employment.

Sample indicator 3: Summary describing how curricular content and instructional strategies include the diverse learning and working styles of all students in the classroom.

B. Students and families are made aware of their rights and taught to be **self-advocates** for accommodations they may need in order to access and benefit from STW activities.

Sample indicator 1: Summary describing how the STW assessment process determines any potential barriers that might be impacting students' participation.

Sample indicator 2: Summary describing academic and vocational support services provided to students facing potential barriers (e.g., peer/cross-age tutoring, computer tutorials, tutoring by community volunteers, student study groups, assistive technology, child care).

Sample indicator 3: Summary describing how all academic and vocational classes have high expectations for students (For example, do enrollments in "college prep" courses reflect students of color, young women, and students with disabilities in the same proportions? Are there any courses with low expectations so those students leave with second-class skills? Are "vocational" students expected to perform at high levels in science, mathematics, English, social studies? Are honors classes open to any student willing to meet the challenge? Is any eligible student able to participate in Running Start?

C. School **staff, administrators, students, counselors, board members, and other educational partners are trained** or knowledgeable in how to address issues of racism, disability discrimination, sexism, harassment, and other biases that impact students' career planning, course selection, extracurricular participation, scholarships, internships, and work opportunities.

Sample indicator 1: Summary of training activities that educate students, staff, and administrators about discrimination issues and lists of training participants.

Sample indicator 2: Monitoring of curricular content and instructional strategies.

D. School **staff, administrators, counselors, and education partners should be representative** of various racial and ethnic groups, be persons with disabilities, and/or speak languages of different origins.

Sample indicator 1: List of staff recruited to reflect the community's diversity.

Sample indicator 2: Recruitment policy, flyers, and other documents that demonstrate efforts to attract and retain a diverse staff.

E. Necessary **support services and accommodations** are provided to students who need assistance in school-based learning activities (e.g., rigorous senior projects, competitive vocational student organization events, leadership opportunities).

Sample indicator 1: Report of the number of students receiving services for specific needs.

Sample indicator 2: Summary describing the process for identifying support services and accommodations needed by individuals and an analysis of its use by students.

Sample indicator 3: Summary describing tutoring or mentoring activities.

F. **Materials and curriculum** used to support the STW learning and instructional process are **culturally sensitive and bias free.**

Sample indicator 1: All curriculum adoptions are reviewed for bias-free content and inclusiveness.

Sample indicator 2: Lists of reviewers include persons representing the diversity of the community.

G. Student **assessments are culturally sensitive and bias free** (learning and working style data, career interest inventories, career aptitude tests).

Sample indicator 1: Guidelines include adoption of culturally sensitive and bias-free measures.

Sample indicator 2: Summary describing training events on developing bias-free assessment tools/activities and evaluating the level of bias in current assessment instruments.

H. STW opportunities are made available to students who may require **nontraditional options** (e.g., pregnant and parenting teens, adjudicated youth, students in remote areas, highly mobile and migrant students, and urban students).

Sample indicator 1: List of options available to and used by students who can only access courses offered in alternative ways (e.g., extended day program, day care for children of teen parents, distance learning opportunities).

Sample indicator 2: Sample of recruitment brochure describing programs available to and used by this population.

III. Work-Based Learning

Every student in a STW system will participate in contextual learning activities with community volunteers who are willing to share their expertise in carefully structured ways. These activities must provide rigorous academic experiences where students achieve at high levels that are tied to the essential academic learning requirements. There should also be a strong connection to youth mentoring opportunities. Work-based learning activities can be found on the local school campus, but more often students will be venturing out to actual community work sites for varying amounts of time.

A. Work-based learning **sites are developed, screened, and monitored** to ensure that they model inclusion and diversity and avoid sexual and racial harassment, discrimination, and stereotyping; any necessary accommodations for students are understood in advance.

Sample indicator 1: Screening and monitoring process includes policies and guidelines addressing the above.

Sample indicator 2: List of accommodations provided to assist students with disabilities who participate in work-based learning activities.

Sample indicator 3: Summary describing the process available to and used by students to improve or change accommodations as necessary.

B. **Work site personnel** selected to work with students will provide organizational policies and training regarding ways to prevent sexual and racial harassment, discrimination, bias, and stereotyping.

Sample indicator 1: Summaries describing (or copies of) materials provided to all work site mentors and hosts who supervise students.

Sample indicator 2: Summaries describing orientation trainings that address the above concerns.

C. **Assessment instruments** used for work site evaluation of students **are culturally-sensitive and bias free.**

Sample indicator 1: Guidelines include adoption of culturally sensitive and bias-free measures.

Sample indicator 2: Summary describing training events on developing bias-free assessment tools/activities and evaluating the level of bias in current assessment instruments.

Sample indicator 3: Criteria checklist from the site agreement form.

D. **Students are made aware of their rights and taught to be self-advocates** for accommodations they may need to be able to access and benefit from work-based learning activities.

Sample indicator 1: Summary describing how the STW assessment process determines potential barriers that might impact students' participation in work-based learning activities.

Sample indicator 2: Summary describing academic and vocational support services provided to students facing potential barriers (e.g., job coach, language interpreter, tutoring by community volunteers, assistive technology, child care).

Sample indicator 3: Summary describing how all academic and vocational classes have high expectations for students.

E. **Work site mentors will provide career guidance opportunities** on careers that are considered nontraditional occupations.

Sample indicator 1: Summary describing mentor goals, plans, and/or training in acquiring skills that lead to nontraditional occupations.

Sample indicator 2: Copy of materials provided to adult mentors seeking to encourage students facing potential barriers.

IV. Connecting Activities

Support systems that assist all students in accessing and benefiting from STW range from developing an individual career and education plan to helping students with special needs take advantage of resources that will allow them to achieve school and work-based learning outcomes.

A. **Family Outreach** is provided to ensure that students and families receive the necessary training, support, and activities to benefit from and contribute to all school-to-work opportunities and options.

Sample indicator 1: Summary describing outreach activities (including languages and media in which information is presented) designed to communicate with students, parents, extended family members, and significant others in timely, equitable, meaningful, and culturally specific ways.

Sample indicator 2: Summary describing ways families are provided training, guidance, and information to assist their students choose a career path.

B. **Families actively participate and support** the STW transition planning process through participation in the biannual review; meetings are arranged to accommodate family schedules, and advocacy personnel can be invited by families.

Sample indicator 1: Records of participants involved in biannual reviews.

Sample indicator 2: Summary describing efforts to accommodate family schedules and examples of advocacy personnel families could choose to invite.

C. **Interagency agreements** are in place to ensure secondary and postsecondary services to support students who need assistance for successful STW participation.

Sample indicator 1: Agreements contain a section addressing how special needs are to be met.

D. Student planning/transition teams (i.e., students, family members, counselors, academic and vocational education teachers) enlist the assistance and support of **community-based service agencies** to implement individual education/career plans.

Sample indicator 1: List of community-based service providers available to participate in the STW planning/transition process for students with special needs.

Sample indicator 2: Report listing community-based service providers participating in the STW planning/transition process.

E. **Labor councils, unions, business associations, and employers** participate in promoting/delivering equity in STW programs, especially nontraditional occupations for women, students of color, and language minority students.

Sample indicator 1: List of training events provided to union stewards and service providers.

Sample indicator 2: Copy of promotional materials that reflect concern for equity.

F. All employment-related skills documented through **certificates** or other means are issued to any student who meets the standard.

Sample indicator 1: Documentation of all students who meet/receive certificates.

Sample indicator 2: Documentation of why someone does not receive a certificate.

G. A **career information center** at middle schools and high schools, community/technical college and/or a "one-stop" career center in the community includes information about nontraditional occupations and training programs.

Sample indicator 1: List of materials that include information on nontraditional occupations (provide samples).

Sample indictor 2: Summary describing how postsecondary education and training opportunities are portrayed for students who may qualify.

BC:kw
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